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ABSTRACT

This document is a report of the Ohio Education Association (OEA) 1975-76 biennium legislative priorities and policies and the 1976-77 OEA resolutions. The document is introduced by the preamble of the OEA and listings of the resolutions and legislative committees. Section I, on OEA legislative priorities, discusses educational finance, collective bargaining, educational planning board, fair employment and dismissal, and retirement. Section II, the OEA resolutions, concerns: (1) education in Ohio; (2) personnel; (3) students and curriculum; (4) employment practices and standards; and (5) professional associations. Section III, OEA legislative policies, discusses: (1) finances and tax structure; (2) personnel; (3) students and curriculum; (4) retirement; (5) school boards; and (6) national concerns--actions requested of the National Education Association. (MM)

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OEA 1976-77 Resolutions and Biennium Legislative Priorities and Policies

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OHIO EDUCATION ASSOCIATION

PRESIDENT: Sally Savage

EXECUTIVE SECRETARY: E. Wade Underwood

ASSISTANT EXECUTIVE SECRETARY: Robert E. Miner

INSTRUCTION AND PROFESSIONAL DEVELOPMENT DIVISION

DIRECTOR - ORGANIZATIONAL DEVELOPMENT AND RESOLUTIONS:

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Eileen Batey - Secretary
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James F. Brehm
Kathy Newman - Secretary

ASSOCIATE FOR HUMAN RELATIONS AND AFFIRMATIVE ACTION:

Ramon H. MacFarlane
Sheila Valentine - Secretary

REPORT DIRECTOR: Edward F. Jirik

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Report of the OEA 1975-76 Biennium Legislative Priorities and Policies and the 1976-77 OEA Resolutions

PREAMBLE

The purpose of the Ohio Education Association shall be to promote the interests of public education; to advance the standards of the teaching profession; to secure the conditions necessary for the greatest efficiency of educators and schools at elementary, secondary, and higher education levels.

The purpose and objectives of the Association are, therefore, regularly set forth in a statement of Resolutions committing the Association to action, upon adoption by the Representative Assembly. The Resolutions Committee defines Resolution as an expression of the belief or position of the Association or the direction in which it is moving. A Resolution calls for interpretation or action by various agencies including the Association.

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NOTE: *Any new Resolution or a change in the wording of a Resolution adopted by the 1975 Spring Representative Assembly has been italicized in this report.*

The information in the parenthesis after each Resolution indicates the following: The first figure refers to the first year the Resolution was introduced to the OEA-Representative Assembly. The second figure indicates the last year it was changed in some way.

I. OEA Legislative Priorities

EDUCATIONAL FINANCE

The Ohio Education Association supports fully the new equal yield school formula, will press for continuing funding at the highest level available, and will seek full funding as soon as possible.

COLLECTIVE BARGAINING

The Ohio Education Association urges that legislation be enacted providing:

(A) That public employees be guaranteed the right to self-organization, to form, join or assist employee organizations, to bargain collectively through representatives of their own choosing, and to engage in other concerted activities for the purpose of collective bargaining or other mutual aid or protection.

(B) That a State Employment Relations Board, vested with the authority to administer public employee bargaining, be established.

(C) That it is unfair labor practice for a public employer to:

(1) interfere with, restrain or coerce employees in the exercise of their guaranteed rights;

(2) dominate or interfere with the formation or administration of any employee organization;

(3) discriminate in regard to hire or tenure of employment or any term or condition of employment to discourage membership in any employee organization;

(4) refuse to meet at reasonable times and bargain collectively in good faith with the representatives of the employees.

(D) That all contracts contain a fair and equitable procedure for the adjustment of grievances and complaints.

(E) That the scope of bargaining for professional employees includes, but is not limited to, salaries, wages, hours and other terms or conditions affecting employment, and all teaching and learning conditions.

(F) That the unit of representation in schools and universities include:

(1) all higher education faculty as determined by local option; or

(2) all certificated personnel except administrators, provided, however, that the administrators other than superintendents and assistant superintendents may join in the unit of representation upon majority vote of both groups.

(G) That all existing contracts not contrary to law remain valid and enforceable.

(H) That non-members of the recognized employee organization shall pay to the employee organization a service fee equal to the employee organization's dues, fees and assessments as compensation for representation services.

(I) That contracts shall contain a provision for employee authorization of dues checkoff.

(J) That the Ferguson Act be repealed.

EDUCATIONAL PLANNING BOARD

The Ohio Education Association urges the establishment of an Educational Planning Board composed of members representative of the educational profession with full authority to regulate professional preparation and certification for elementary and secondary education.

FAIR EMPLOYMENT AND DISMISSAL

The Ohio Education Association urges the establishment of fair and effective procedures for evaluation of teacher competency and correcting specified deficiencies during employment and due process when not reemployed or when a contract is terminated. Due process must include the right to reasons, a hearing, counsel, and appeal.

RETIREMENT

The Ohio Education Association believes that the retirement program for educators should include the following provisions:

(A) Full Benefits at 25 Years - To reduce the number of years required for retirement at 100 percent of the formula level to age 55 or 25 years of total service credit with no limitation less than 100 percent on maximum benefits.

(B) Federal Income Tax Exemption - Employee contributions to STRS should be exempt from Federal Income Tax by having the employee cost paid by the employer or the state.

II. OEA 1976 Resolutions

A. EDUCATION IN OHIO

R-1 Civil Rights

The Ohio Education Association is committed to the achievement of an integrated society and calls upon Ohioans to eliminate by statute and practice barriers of race, national origin, religion, sex, age, and economic status that prevent some citizens from exercising rights which are enjoyed by others including liberties decreed in common law, the Constitution, and statutes of the United States. Civil order and obedience to the law must be ensured without abridgment of human and civil rights. Citizens must be assured a speedy and fair judicial process with free legal counsel for those in need. To be effective citizens, individuals must be trained and aided in developing strategies and expertise that will enable them to operate effectively in a democratic society. (75-75)

R-2 Collection and Distribution of Property Taxes

The Ohio Education Association takes the policy position that it believes there should be no delay in the collection and distribution of property tax to schools as a result of inefficiency and procrastination *of* county auditors. (73-76)

R-3 Federal Support of Public Education

The Ohio Education Association reaffirms the NEA position relating to the general Federal support for the whole of public elementary and secondary education. It seeks Federal support in line with the following principles:

a. The Federal share of the costs of public elementary and secondary education must be at least one-third.

b. Federal funds must be allocated without Federal control for expenditure and be sub-allocated by state education agencies.

c. The amount of aid must be generally predictable for long-range planning and specifically predictable for year-to-year planning.

d. Present programs of specific aid must be expanded and improved by consolidation and simplification of administration.

e. *Public funded services for non-public school students must be strictly limited to medical and dental care, public welfare programs, school lunch and milk programs, and public safety services such as fire and police protection, which are budgeted and administered through the appropriate public agencies.*

f. *Federal legislation must comply with civil rights statutes, be consistent with the constitutional provision respecting an establishment of religion, and provide for judicial review as to its constitutionality.* (60-76)

R-4 Integration in the Public Schools

The Ohio Education Association affirms its belief in quality integrated education which prepares students for life and work in America's pluralistic society.

The Association recognizes that acceptable integration plans will include affirmative action programs and a variety of devices in order to comply with established guidelines adhering to the letter and spirit of the law.

The Association will assist its affiliates to assure that educators be involved in the development of plans designed to achieve integration. It urges state and Federal agencies to provide funds necessary to implement integration programs. It also opposes action of boards of education to finance integration plans through reduction of school staff. (71-75)

R-5 Reduction of Educational Services to Children in Local School Districts

The Ohio Education Association believes that continuing financial support on the part of the State Legislature and local school districts is necessary to combat the continuing effects of inflation at all levels of education.

The Association is opposed to:

a. The elimination of any educational program, activity or reduction of a districts' professional staff because of a negative vote in a general or special election.

b. *Any attempts to diminish the quality of learning or services through the elimination of teaching positions, or through the revision of school staff management under the guise of improving educational opportunity.*

c. *Any attempts to drastically alter programs and cut professional staff or educational aides because of declining enrollments in public schools and institutions of higher education.*

d. The reduction of Educational Service Personnel because of budgetary limitations. (68-76)

B. PERSONNEL

R-6 Accountability and Assessment

The Ohio Education Association recognizes that the term "accountability", as applied to public education is subject to varied interpretations. The Association maintains that educational excellence for each child is the objective of the education system. The Association believes that educators can be accountable only to the degree that they share responsibility in educational decision-making and to the degree that other parties who share this responsibility - - legislators, other government officials, school boards, boards of trustees, parents, students, and taxpayers - - are also held accountable.

The Association believes that procedures which would tend to force all students, teachers, and schools into rigid patterns of development are counter to the aims of education and its concern for individual differences.

The Association opposes the evaluation of schools' instructional programs by private profit-making groups. The Association believes that it is essential to include the expertise of the professional educators on all appropriate levels in all evaluation activities pertaining to instructional programs.

The Association will resist any attempt to transform assessment results into a national or state testing program that would seek to measure all students, teachers, or school systems by a single standard and thereby impose upon them a single program, rather than providing opportunities for multiple programs and objectives. (70-76)

R-7 A Certificated Educator in Every Elementary and Secondary Professional Position

The Ohio Education Association insists that professional positions, including specialized positions, be filled by educators having the knowledge and skills necessary to perform their duties, and holding the appropriate certificate.

The Association believes that teachers who have, as a convenience to employing boards of education, been assigned outside their major and minor fields of preparation, and who have gained tenure status in their fields of assignment, should be permitted to continue in these fields without penalty. (65-76)

R-8 Differentiated Staffing in Elementary and Secondary Schools

The Ohio Education Association believes that no differentiated staffing plan should be undertaken or continued unless:

a. Local affiliates act in full partnership in the study of differentiated staffing and are accepted as full partners with their administrations in the consideration, design, authorization, implementation, evaluation, and continuation of any plan of differentiated staffing.

b. The responsibilities of certificated and non-certificated staff are defined by certificated staff; and the community is kept informed and its cooperation sought.

c. Funding is at a level to ensure the maintenance of constructive teaching loads and adherence to the association's principles for professional salaries.

The Association is aware of the misuse of differentiated staffing plans and will assist its affiliates in correcting such abuse. (69-73)

R-9 Educational Aides and Auxiliary Personnel In Public School Districts

The Ohio Education Association urges local school systems to provide classroom teachers with a media staff and supportive personnel so that teachers can perform more successfully the primary task of teaching each child. Additional staff and/or aides shall be employed only after appropriate state criteria regarding pupil-teacher ratio shall have been met. The Association also urges its local affiliates to become involved in the recruitment, training *and supervision* of educational aides and auxiliary personnel.

The Association calls upon its local affiliates to oppose efforts by school boards to use the employment of educational aides and auxiliary personnel as an excuse to increase class size, to replace *or substitute* for certificated personnel in any professional capacity, or to decrease the size of the professional staff.

The Association condemns the practice of assigning educational aides who hold teaching certificates to professional assignments without changing their status on salary schedules commensurate with the new assignment. (69-76)

R-10 Evaluation and Subjective Ratings

The Ohio Education Association believes that it is a major responsibility of educators to participate in the evaluation of the quality of their services. *The evaluation process should be continuous and conducted for the purpose of improving professional performance and the quality of instruction. The evaluation should be based upon written criteria and procedures mutually determined and agreed to by the teacher association, the administration, and the governing board.*

The Association insists that the evaluation program must recognize the rights of the educator who is evaluated. These include the right to:

a. Information concerning the evaluation procedure of the school district or institution.

b. Open evaluation without subterfuge and with advance notice of evaluation visits with discussion of the educator's goals and methods.

c. Evaluation at least in part by personnel skilled in the educator's professional or subject area.

d. Consultation in timely fashion after a formal evaluation visit and receipt of, and an opportunity to acknowledge in writing, any formal evaluation report prior to placement in a personnel file.

e. *Written* evaluation reports which assess strengths, note progress, indicate remaining deficiencies, and suggest specific measures the educator can take to overcome indicated deficiencies, *and allow a reasonable opportunity to correct such deficiencies.*

f. Evaluation reports must also indicate how the evaluator or supervisor will assist the teacher in obtaining the teacher's goals and objectives. Supervision which is constructive, provides an opportunity to correct deficiencies, takes into account the variety of learning and teaching environmental factors, and emphasizes career development of the professional educator.

g. Participation in a professional development program including such activities as appropriate counseling and support services, released time for inservice work, and opportunity to observe or seek and give assistance to other teachers in classroom settings other than one's own.

h. Access to all items in the educator's personnel records (except privileged communications relating to initial employment in the school system or college or university) access to and review of material prior to placement in the records, opportunity to attach a written response, and access to a procedure to remove inappropriate, unfounded material. (72-76)

R-11 Personal Appearance

The Ohio Education Association believes that *the style of* wearing apparel, hair style, moustaches, beards, have no effect on the intellectual capacity or ability of a teacher.

The Association therefore condemns any form of harassment exerted on an educator who possesses the above mentioned characteristics unless they are shown to be provable detrimental factors in the learning process. (70-76)

R-12 *Assignment of Substitutes*

The Ohio Education Association condemns the practice of assigning substitute teachers to regular teacher positions. Such positions should be filled by available certificated teachers who are eligible to be placed on contractual status by the school district. (71-76)

R-13 Teacher Education

The Ohio Education Association believes that teachers and students preparing to teach must be directly involved in evaluating and improving the standards for teacher preparation and certification. The Association insists that teacher involvement is necessary in planning and implementing quality teacher education programs.

The Association believes that the objective of all field experiences is to gain necessary in-class experience under the direction of a qualified teacher or teachers. The Association therefore believes that policies regulating all field experiences should include the following conditions:

a. That legal status and liability protection are provided for teacher candidates in all field experiences.

b. That supervisory/cooperating teachers working with student teachers should have reduced teaching loads. A minimum rate of compensation for cooperating teachers should be established by the profession.

The Association further recommends that local teachers associations pursuant to the Standards for Colleges or Universities Preparing Teachers (Standard EDb-303-01--Section "G") initiate appropriate action for the development of official representation on a "local advisory committee" to any college or university unit having primary responsibility for the preparation of teachers in that area of the state. (72-76)

R-14 The Code of Ethics

The Ohio Education Association reaffirms the responsibility of all members of the education profession to become knowledgeable about the Code of Ethics of the Education Profession and the existing procedures for its enforcement, and to adhere to its principles. (75-76)

R-15 Voucher Plans

The Ohio Education Association believes that voucher plans under which education is financed by Federal or state grants to parents could lead to racial, economic, and social isolation of children and weaken or destroy the public school system. (70-76)

C. STUDENTS AND CURRICULUM

R-16 Career Education in Elementary and Secondary Schools

The Ohio Education Association recommends that concrete programs of involvement between teachers and appropriate community and state agencies be developed in order to encourage career education in all elementary and secondary schools.

The Association will assist in developing appropriate career education (informational) publications to aid local affiliated teachers' associations in developing their particular type of cooperation and programming. (71-76)

R-17 Conversion to the Metric System

The Ohio Education Association reaffirms the NEA's position in urging the adoption of the International System of Units (SI Metric System) and further urges that the Ohio State Department of Education take appropriate steps to educate all citizens in the use of this International System. (73-76)

R-18 Cultural Travel and Study

The Ohio Education Association believes that travel and study outside of the classroom can be an intrinsic part of the student's education. The Association believes that procedures for such study-tours should be developed by the teaching staff involved in cooperation with the school administration, and that educators may participate in such study-tours when these procedures are followed. (75-75)

R-19 *Early Childhood Programs*

The Ohio Education Association is in support of the NEA position that urges the enactment of Federal legislation to assist state and local communities in providing child care services, including childhood development programs.

The Association believes that early childhood development programs which have educational components that exceed child care service must utilize certificated professional educators. It supports those programs which upgrade personnel working in early childhood education and which provide for maximum involvement of educators and parents at the operational as well as the administrative level.

The Association endorses the involvement of minorities and the poor in staffing early childhood programs and also endorses professionally supervised training programs leading to the certification of all personnel. The Association believes that legal certification of professional personnel should remain the function of the states, and objects to Federal government intervention in the certification process.

The Ohio Education Association urges the NEA to seek legislation that would insure the implementation of early childhood education programs primarily through the public school system. (76-76)

R-20 *Ecology Programs*

The Ohio Education Association recognizes the importance of programs designed to improve our ecological balance and shall actively support Federal, state, and local programs which seek to combat the pollution of our environment. (69-76)

R-21 *Health Education*

The Ohio Education Association supports the development and implementation of school programs designed to instill in our young people a respect for the human mind and body and that such programs be used as foundations for instruction in the areas of drugs, tobacco, alcohol, and sex education. (69-76)

R-22 Health of Children

The Ohio Education Association recognizes that the total environment, including home, school, and community affects the mental, emotional, and physical health of children.

The Association believes that a wholesome environment is essential for the proper education and growth of children. It urges its affiliates to support programs which would:

a. Promote educational programs for parents to improve home environment.

b. Inform parents of the availability of discount buying through the Federal Food Stamp Program and assist them to understand its eligibility requirements.

c. Provide special preventive services in the schools to detect impending difficulties early.

d. Improve educators' understanding of child growth and development to ensure the provision of a climate in the school conducive to good health.

e. Strengthen and improve the enforcement of child abuse laws.

f. Provide increased utilization of teachers, pupil personnel, and certificated health service staffs, and students in team efforts to resolve the causes of mental, emotional, and physical problems of children.

g. Provide comprehensive school and community health facilities and Federal health plans to meet the needs of children.

h. Every school district shall provide comprehensive health services staffed by certificated personnel. (70-75)

R-23 Human Relations in the School

The Ohio Education Association believes that improved human relations are essential to the school environment.

The Association *recommends* students, *and school staff members* work cooperatively to achieve human relations goals which would improve instruction, schools, and education in each community. (71-76)

R-24 *Mainstreaming*

The Ohio Education Association will support mainstreaming handicapped students only when:

a. *It provides a favorable learning experience both for handicapped and for regular students.*

b. *Regular teachers, special teachers, and administrators share equally in its planning and implementation.*

c. *Regular and special teachers are prepared for these roles.*

d. *Appropriate instructional materials, supportive services, and pupil personnel services are provided for the teacher and the handicapped student.*

e. *Necessary modifications are made in class size, scheduling, and curriculum design to accommodate the shifting demands that mainstreaming creates.*

f. *There is a systematic evaluation and reporting of program developments.*

g. *Adequate additional funding and resources are provided for mainstreaming and are used exclusively for that purpose.* (76-76)

R-25 Media Centers in Elementary and Secondary Schools

The Ohio Education Association recommends that there be media centers in all elementary and secondary schools. The Association believes that each school should have the services of a person certified in educational media and the appropriate technical and supportive staff in order to provide a quality educational program for Ohio children.

The Association believes that the physical environment for learning must keep pace with the changes in methods of teaching and use of educational media. Properly operative and maintained educational media, equipment as well as basic materials for local production of teaching materials must be provided in sufficient variety to serve all students and faculty.

The Association further believes that educational media, both print and non-print, should portray the diversity, achievements, and contributions of all segments of our multicultural society.

The Association recommends that agencies engaged in educational research continuously study and evaluate the contribution of various forms of software and hardware such as teaching machines, language laboratories, data processed records and reports and other such devices designed for the improvement and broadening of educational opportunity. (62-76)

R-26 Pupil-Teacher Ratio

The Ohio Education Association believes that class size should not exceed 25 students per teacher, and that school-day schedules should provide adequate time for lesson planning, pupil counseling, parent-teacher conferences, and other negotiated duties.

The Association further believes that the inclusion of administrators and educational service personnel in the present method of figuring pupil-teacher ratio gives a distorted view of actual class size. The Association believes that any published data presented to the community should use actual class size and class load data.

The Association believes that pupil-teacher load also applies to those conditions that contribute to the student-teacher relationship. These include a reasonable, carefully defined work load, including a duty-free lunch period, time for planning and elimination of the non-instructional tasks required of a teacher. (75-76)

R-27 Selection of Materials *And Teaching Techniques*

The Ohio Education Association believes that decisions on which school learning experiences and teaching techniques will develop a student's talents are best made by a teacher who knows the learner.

The teacher must be free to select materials and techniques without censorship, using extreme care in such selections to ensure that the needs of both the students and the community are served. Challenges of the choice of instructional materials must be orderly and objective, under procedures mutually adopted by professional associations and school boards.

The Association urges its affiliates to seek the removal of regulations which restrict the selection of a diversity of instructional materials or which limit educators in the selection of such materials *and teaching techniques.* (72-76)

R-28 *Sexism in Education*

The Ohio Education Association recognizes that many instructional materials portray women and men in sex-stereotyped roles. It urges educators to use those instructional materials that portray various careers and personal roles as acceptable and attainable for all individuals.

The Association urges its affiliates to initiate and continue awareness programs which will enable teachers to exert their influence in helping the local school district come under compliance of Title IX guidelines. (72-76)

R-29 Standardized Testing

Education is too complex a process for the most sophisticated standardized test to measure. Often standardized testing encourages conformity at the expense of creativity.

Standardized tests should be such that they are valid and reliable (evaluation is sound and fair), that the results are fairly and accurately interpreted, and that the results are used for relevant and constructive action program.

Unless these criteria are met by standardized tests, the Ohio Education Association cannot support their use. (72-76)

R-30 *Full Enforcement of State Funding Standards*

The Ohio Education Association demands that monies appropriated by the State Department of Education for the funding of specific units must be spent in meeting these state standards and regulations pertaining to such units.

The Association further insists that the State Department of Education not approve units that do not meet required standards. (72-76)

R-31 Student Involvement

The Ohio Education Association believes that student involvement is important in shaping better schools and better social institutions. The Association supports the legitimate and responsible efforts of students to participate in school governance, to participate in the development of curriculum scope and content, and to regulate their own affairs. The Association urges educators to be responsive to student concern and to facilitate continuing dialogue and collaborative efforts with students to achieve greater student involvement. The Association maintains that discipline is highly essential to a proper climate for effective teaching and learning. The Association urges that teachers, administrators, students, and boards of education or boards of trustees cooperate to establish written policies pertaining to acceptable behavior patterns, so that the implementation of student involvement may be achieved through an orderly procedure.

The Association believes that basic student rights and involvement carry with them comparable student responsibilities and duties. (64-73)

R-32 Summer School

The Ohio Education Association believes that all boards of education and boards of trustees should have and continually expand summer school programs to enable students to attend and take courses that satisfy their appropriate educational needs. (63-75)

R-33 *Teacher's Authority to Make An Emergency Removal*

The Ohio Education Association believes that although we recognize the need to safeguard the right of individuals, we affirm our conviction that no teacher should be required to teach in a situation of continued *danger,* disrespect, and flagrant insubordination on the part of the students.

When such a situation does exist the OEA believes it is the *teacher's* responsibility to take immediate action to *remove the student so as to* maintain an orderly atmosphere advantageous to learning of all students in the classroom.

The Association is concerned that school disorders threaten the health, safety, and well-being of both students and educators in many schools. It maintains that no teacher should be required or expected to teach, or students be expected to learn, in an atmosphere of threats and disorder.

The Ohio Education Association further believes that:

a. *Teachers* must be free to use reasonable force to protect themselves from attack and to protect other educators and students from harm.

b. Its affiliates must cooperate with juvenile and other court systems to secure strict, prompt, and impartial enforcement of juvenile law in cases involving disturbances in the public schools.

c. Whenever *teachers* are injured or absent as a result of personal injury caused by assault occurring in the course of employment, full compensation for any loss of salary should be awarded, without any reduction of accumulated sick leave. (68-76)

R-34 Teacher's Right to *Participate in the* Determination of the Curriculum

The Ohio Education Association recognizes that it has a prime responsibility in stimulating significant improvements in the scope and quality of instruction in Ohio. The Association further believes that motivation for improvement is effective when it comes from one's peers. The Association recognizes that much of the responsibility to make educational changes should lie with teachers through their influence and involvement. Developing new curriculum designs means more inservice education which, in turn, requires released time for teachers for this vital professional activity.

The Association further believes that teachers should be involved in this decision making in order to help develop and implement programs of instructional improvement which are relevant to the needs of the students in that local school system. The Association believes that continuous reevaluation of the school curriculum in all areas and at all levels is necessary. The design of today's curriculum must reflect the student's needs and should be cooperatively developed *through local Curriculum Councils and/or Faculty Councils that would include teachers, administrators, and other interested parties.* (60-76)

R-35 Value Clarification

The Ohio Education Association urges that schools make every effort to develop in school-age citizens, through curriculum, programs, and activities, a capacity for value *clarification* and a sense of *self*-responsibility in both the public and the private spheres. (72-76)

D. EMPLOYMENT PRACTICES AND STANDARDS

R-36 Academic Freedom

The Ohio Education Association believes that academic and professional *freedoms are* essential to the teaching profession. Academic freedom is the right of learners and teachers to explore, present, and discuss divergent points of view in the quest for knowledge and truth. Controversial issues should be a part of instructional programs when judgment of the professional staff deems the issues appropriate to the curriculum and to the maturity level of the student.

Professional freedom which implies professional responsibility includes the teacher's right to evaluate, to criticize, and to advocate personal points of view concerning the policies and programs of the schools. The teacher also has the right to assist colleagues whenever academic or professional freedom is violated. (72-76)

R-37 Equal Opportunity For All

The Ohio Education Association believes in the principle that every person, regardless of *age*, sex, race, creed, *marital status*, *national origin*, or degree of association activity has the right to serve in the public schools or at an institution of higher education in any capacity for which the teacher has properly qualified.

The Association insists that all persons be given equal opportunity for employment, promotion, compensation, and leadership in all activities. *The Association believes that school systems should thoroughly publicize all appointments to supervisory and administrative positions with equal opportunity extended to all applicants who meet the requirements.*

The Association urges governing boards and education associations to eliminate discriminatory practices in matters of employment, promotion, and compensation. Personnel policies must include maternity and paternity leave; child-care leave; and professional leave, which encourages *all teachers* to participate in professional growth experiences and to prepare for administrative and executive positions.

The Association further urges professional associations at all levels to adopt policies that ensure all persons equal access to elective, appointive, and staff positions.

The Association supports the proposed Equal Rights Amendment to the U.S. Constitution, which states: "Equality of rights under the law shall not be denied or abridged by the United States or by any state on account of sex". (69-76)

R-38 *Development of a Master Contract*

The Ohio Education Association believes that all affiliates should obtain a master contract through the bargaining process with their Board of Education or Board of Trustees. The Contract should include all items that affect employment conditions. These include, but are not limited to, personnel policies that affect the individual teacher, working conditions, curriculum development, economic issues, and grievance procedures.

The Association will provide through UniServ Consultants comprehensive guidelines within each category to assist each local association in the development of its master contract. (65-76)

R-39 Invasion of Privacy

The Ohio Education Association is alarmed by the increasing surveillance of the individual citizens and the computerization of formerly confidential information.

Furthermore, the Association is opposed to such practices as they relate to educators and education, and believes the personal-confidential records of educators *and students* should be supplied to individuals and/or public and private agencies only with the consent of the individuals involved. (70-76)

R-40 Professional Tenure *and Continuing Contract Status*

The Ohio Education Association believes that substantive and procedural due process are necessary for the employment security of all competent and properly certified elementary and secondary school teachers who have met the appropriate state requirements. The Association further believes that professional competence determined by evaluations should be the sole criteria for obtaining and remaining on Continuing Contract status.

The Association also believes that continuance of a strong tradition of tenure in colleges and universities is fundamental to their integrity and that it is necessarily threatened by explicit or implicit tenure quotas, attainment criteria unrelated to any standard of professional competence and arbitrary, capricious or frivolous dismissals. (72-76)

R-41 Residency Requirements of Boards of Education

The Ohio Education Association recommends that local affiliates oppose any requirements by Boards of Education that restrict the rights of individual educators by imposing residency requirements as a condition for professional employment. (72-75)

R-42 *Safety of School Buildings*

The Ohio Education Association strongly urges that boards of education throughout Ohio take appropriate and immediate steps to ensure the safety of all students and faculty in the school buildings in the state. Measures should be taken to guarantee that physical conditions of the buildings be maintained so as to conform with the highest possible standards for safety with the full compliance of all building codes and safety regulations of the state.

The Association further urges the NEA to study the possibility of supporting legislation to extend the benefits of the Occupational Safety and Health Act to all employees in the public sector. (76-76)

E. PROFESSIONAL ASSOCIATIONS

R-43 Board Meetings

The Ohio Education Association insists that the superintendent and president of the teachers' association or a designated representative must be notified and may attend all regular and special meetings of a board of education.

The Association insists upon the right of these individuals to attend these meetings and, further, that the local education association's representatives should be recognized and allowed to speak at all board meetings. (66-73)

R-44 *Public Understanding of Education's Need*

The Ohio Education Association believes that Professional associations must promote public understanding of education and encourage wide public and parental participation in solving education's problems. It also recognizes the responsibility to publicize adverse educational conditions and to support associations in attempts to improve conditions at the local level.

The Association also believes that there must be a representative nonpartisan board of education in each school district and board of trustees for each corporate institution of higher education which also have a responsibility to promote public understanding of the schools. (65-76)

R-45 Inservice in School Districts

The Ohio Education Association maintains that local inservice programs must play a substantial role in reinforcing and developing positive changes in teacher education. Such programs should be a part of a continuous staff evaluation program mutually determined and agreed to by the appropriate teacher organization, administration and governing board.

The Association believes it is the reponsibility of the local school district and teacher preparation institutions to make commitments in areas of budget allocations and staff time to effect quality inservice programs.

The Ohio Education Association believes that local salary schedules should include recognition of professional growth for all professional experiences. (73-76)

R-46 Leadership Development

The Ohio Education Association believes that it is a major responsibility of the *United Teaching Profession* to:

1. Identify potential association leaders and provide programs which encourage their participation in the united profession.

2. Provide programs which train local association leaders to better meet current needs.

3. Plan for the continuity of leadership training programs between the national, state, district, and local associations.

4. *Ensure representation of women and minorities in all leadership training activities.*

The Ohio Education Association believes that every educator has the right and obligation to participate fully in the professional association. The OEA recognizes its responsibility to provide training and/or programs that develop such participation. (75-76)

R-47 Local Association Leadership Continuity

The Ohio Education Association urges local associations to establish administrative structures which will promote greater continuity of leadership from one administration to the next. (65-75)

R-48 Merit Pay

The Ohio Education Association believes that the concept of salary based on training and experience is the fairest method of fixing salaries and salary schedules for teaching assignments.

The Association further believes that merit pay concepts create inequalities which work to the detriment of a school and urges its local associations to resist attempts to impose merit pay plans, unless they have been fully involved in the development *and negotiation* of such plans. (72-76)

R-49 Political Responsibility

The Ohio Education Association urges that local affiliates strengthen and continue their efforts in supporting the passage of legislation favorable to schools.

The Association further urges every educator to become a registered voter and to participate actively *in EPAC, through its funding, endorsements, and support of its projects.*

The Association believes it is the responsibility of all local associations to support the adopted OEA Legislative Positions.

The Association further believes that a leave of absence without pay should be granted to any educator upon application to a board of education or board of trustees for the purpose of campaigning for him- or her- self or serving in a municipal, county, state, or national public office, without loss of status or curtailment of any benefits which are normally entitled to the employee. (60-76)

R-50 Professional Sanctions

The Ohio Education Association believes that when other means for preventing unethical or arbitrary policies or practices that have harmful effect on the welfare of the schools, its students, or the community have been exhausted, professional sanctions should be invoked.

Guidelines which define, organize, and specify procedural steps for invoking sanctions by the education profession have been devised by the Professional Rights and Responsibilities Commission with the approval of the Executive Committee and appear in the Commission's handbook, Policies of the OEA Professional Rights and Responsibilities Commission. All Ohio Education Association members should become familiar with the guidelines and circumstances in which they are applicable. (63-75)

R-51 Strikes

The Ohio Education Association believes that the chances of reaching voluntary agreement in good faith are reduced when one party to the negotiation process possesses the power to use the courts unilaterally against the other party.

The Association recommends several procedures to be used in resolution of impasse, such as mediation, fact-finding, political action, and strike. In the event of a strike by professional employees, extra-curricular and co-curricular activities must cease. Appropriate teacher training institutions should be notified that a strike is being conducted.

The Association also believes that when a teacher picket line is established by the authorized bargaining unit, crossing it is strike breaking and unprofessional and jeopardizes the welfare of teachers and the educational process. The Association denounces the practice of keeping schools open during a strike.

The Association condemns the jailing of teachers, excessive bail, and fines in school work stoppages. The Association urges the state government to enact statutes which guarantee teachers due process of the law when a work stoppage occurs, including the right to present their case to the state courts, before back-to-work orders are issued. (69-75)

R-52 Strong Professional Association

The Ohio Education Association believes that every professional educator has an obligation to the profession. The Association believes that unity of effort on the part of all facets of the profession will result in a strong educational program for every student and thus secure the future of a free nation. The Association further believes:

a. In the necessity of a united profession. Members of the education profession can conduct their professional affairs with insured freedom through organized action.

b. That every educator should consider it a professional duty to belong to, to support, and to participate in the activities of the United Teaching Profession.

c. That teachers in training should belong to and should participate in professional student education associations.

d. That those who supervise and train teachers should be members of the professional organizations and should stress the values and advantages of membership and of participation in the professional educational associations.

e. In the principles of a sound retirement system and urges continuous modifications which will strengthen the system and improve the benefits to the members of the profession.

f. That a prime responsibility of professional associations is to stimulate significant improvements in the quality of instruction. We urge local affiliates to involve members in the development and implementation of programs for instructional improvement and curriculum development relative to the needs of students. (65-75)

R-53 The Mass Media

The Ohio Education Association recognizes the total educative effect of the communications media whose obligation should be to provide full, constructive, and accurate presentations.

The Association recommends that educators, in cooperation with parents and others concerned, seek to influence the policies followed by the mass media and at the same time, help students to become intelligently critical viewers, listeners, and readers.

The OEA therefore, recognizing the total educative effect of the communications media upon our children and young adults, calls upon the media industry to curtail the programs that reflect and glamorize crime, sex, and violence. (68-73)

R-54 Year-Round Concepts

The Ohio Education Association urges local associations to thoroughly investigate all of the ramifications of the concepts of year-round *school programs* prior to any participation in the implementation of this concept.

The Association states that year-round school programs should be determined and agreed to by the teacher association, administration, and the governing board. (72-76)

R-55 Appreciation

The members of the Ohio Education Association express profound appreciation to:

a. *President E. Wade Underwood for his sincere, dedicated and distinguished service to the teachers and children of the State of Ohio during his term of office. As President, he has, by demonstration and counsel, strengthened the United Teaching Profession. His inspired leadership in directing the OEA's diverse efforts in such areas as landmark Educational Finance legislation and intensified UTP support for local associations fighting for teachers' rights, have strengthened the cause of education in Ohio.*

b. *Dr. Stayner F. Brighton, Executive Secretary of the OEA, for nine years of leadership during a time of educational crisis and when the OEA experienced changes in philosophy, leadership, and programs. His contributions will have a lasting effect upon education in Ohio.*

c. *The General Assembly of Ohio for its success in establishing the financing of education in Ohio on an equal basis for the first time, and its attempt to establish a sound collective bargaining law for public employees.*

d. *The staff of the Ohio Education Association for its leadership in expanding services for the local associations and its members.*

e. *The National, State, District and Local Officers; Committees; Commissions; and Departments for their dedicated and unselfish efforts in the interests of public schools.*

f. *And, particular thanks to those persons who worked diligently for the cause of education in the State of Ohio during the past year.*

III. OEA Legislative Policies

A. FINANCES AND TAX STRUCTURE

L-1 Higher Education Finance

The Ohio Education Association affirms the principle that public education beyond high school must be adequately developed and financed to provide full opportunity for each youth in the state who can profit from it.

L-2 Education Service Centers

Intermediate service units should be strengthened or established in order to provide, without regard to county lines, those necessary educational services not now available to all children in Ohio.

The intermediate service units should administer or provide guidance, special education, deaf, blind, emotionally disturbed, crippled, slow-learning, speech and hearing, child study and learning disabilities, behavioral disorders, gifted and vocational programs and educational media centers.

Intermediate service units should coordinate their services with those of the higher education service areas and should be responsible for full utilization of federal funds and programs by the school districts within each unit.

Cooperation should be permitted between intermediate service units where specialized services can be more effectively or economically provided for by a larger area.

Intermediate service units should administer the selection of students for all programs administered or provided by each unit. No student should be denied the opportunity to attend vocational or other programs. Operating costs of intermediate service units should be financed from the following sources:

(A) State funding now paid to the county boards of education should be distributed to intermediate service units and allocated by student enrollment and the number of approved teacher units within each intermediate service unit.

(B) Each intermediate service unit should receive from school districts within its area $4.00 per pupil and $120.00 per approved teacher unit, with each school district paying a portion of the total cost for the area equal to the percent its tax duplicate is of the total tax duplicate of the area.

(C) A geographically broadened tax base and specific state funds distributed through the school foundation formula.

L-3 Levies and Bond Issues

Local boards of education should be permitted to establish tax rates by resolution, within statutory and constitutional limitations, for providing operating revenues and funds for capital improvements. A simple majority vote of the board should be required to adopt resolutions concerning levies and bond issues.

L-4 Public-Owned Tax-Exempt Property

State support of public schools should include funds in lieu of taxes on public-owned tax-exempt property. School districts should collect taxes on privately-owned real and personal property leased to federal military installations.

L-5 School Construction

Boards of education should have the authority to select comprehensive construction bids as well as bids by individual contract.

Adequate state funds should be provided to assist, where needed, in school building construction.

L-6 School District Budget

Boards of education should be permitted to amend their budgets at any time up to the date when the tax rate is certified to the board.

L-7 School District Organization

Strong state financial support for both operation and construction costs should be provided in districts where reorganization is mandated.

The State Board of Education should be required to review school districts' boundaries wherever municipal annexation includes territory in a school district other than those of the municipality and transfer of territory when necessary should protect the integrity of both districts and promote educational effectiveness in both.

Any decentralization of administrative and educational services within an existing district should not diminish the resources, board authority or security available to such district and its professional staff and should meet all standards set for school districts by the State Board of Education. The State Board of Education should be authorized to determine whether a local school district should become part of a city school district when all of the territory of the local school district has been annexed to the city for municipal purposes.

L-8 State Bids on School Buses

The State Department of Education should annually take bids for prices on school buses. State support to a school district for purchasing a bus shall be on the basis of the state bid price. Boards should be permitted to purchase buses locally, with state assistance calculated on the state bid price or the local bid if lower. Any bidding company should be required to furnish a bond to guarantee a statewide network of adequate service facilities.

L-9 Non-Vocational Classroom Teacher Funding

Non-Vocational Classroom Teachers in Joint Vocational High Schools should be reimbursed in the State Foundation Formula on the basis of education and years of teaching experience. The reimbursement should be figured on the same basis as a vocational teacher, excluding the operating allowance.

B. PERSONNEL

L-10 Certification

No new person should be employed as a certificated staff member by a board of education until that person's credentials have been approved by a committee representing the recognized teacher organization.

A professional certificate should be issued to a teacher meeting all the requirements for such certificate, regardless of recommendation, after having taught five years in a school district under a four-year provisional certificate.

The issuance of temporary teaching certificates to persons not holding bachelors degrees should be completely terminated.

Superintendents should be prohibited from assigning a teacher to a position for which the teacher does not hold a valid current teaching certificate.

L-11 Citizenship Rights of Educators

Full citizenship rights shall be guaranteed educators, thus enabling them to serve as members of any board, council, commission, or like body.

L-12 Group Term Life Insurance

Teachers associations should be authorized to provide group term life insurance for their members.

L-13 Leaves of Absence

(A) Unlimited Sick Leave Accumulation - Boards of education and boards of trustees should be required to grant sick leave accumulation on an unlimited basis.

(B) Personal Leave - Boards of education and boards of trustees should be required to adopt a policy granting a minimum of three working days per year with pay for unrestricted use of personal leave, with only reasonable notice that leave is being requested.

(C) Sabbatical Leaves - Eligibility for, and compensation during, sabbatical should make such leave realistically usable. Paid sabbatical leave should be granted for professional improvement and development without restrictions or discrimination.

(D) Professional Leaves - Each board of trustees and board of education should adopt regulations permitting effective participation by its professional staff in conferences, meetings (including association meetings), education programs, professional study and other procedures that improve the effectiveness of the staff member or the quality of the profession or educational system. Such regulations should be fairly and equitably applied to all members of the staff. Such boards should be permitted to pay the cost of such participation.

L-14 Legal Counsel Furnished by Board

A board of education or board of trustees should furnish legal counsel suitable to the defendant to any educator against whom charges are brought on an action performed within the scope of the educator's employment and within the policies and/or rules and regulations of the board. Expenditures for all such costs should be reimbursed by state funds.

L-15 Non-Permanent Disability

School boards and boards of trustees should be required to grant leave with full pay for non-permanent disability from teaching for injuries received within the scope of a teacher's employment. Such leave shall not be deducted from accumulated sick leave. In addition, the board shall pay the costs of all medical, surgical or hospital services not covered by insurance or workmen's compensation, which were incurred as a result of an injury sustained in the course of employment. Also, the board shall reimburse a teacher for loss due to damage or destruction of personal property of the teacher incurred by an assault on the teacher while on duty. Expenditures for all such costs should be reimbursed by state funds.

L-16 Personnel Benefit Programs

Boards of education and boards of trustees should have the authority to develop and implement personnel benefit programs comparable to those available to private employees.

L-17 Privileged Communication

Professional staff members of a school or university should have the right of privileged communication.

L-18 Professional Procedures

(A) Notification of Teaching Vacancies - The superintendent of schools in each school district should mail notification no later than July 15 each year to the placement offices of all Ohio teacher training institutions accredited by the State Department of Education and the president of the recognized teacher organization for the district, listing the unfilled positions on the professional staff as of July 10 of that year.

(B) Teacher Assignment By Contract - Each teacher's contract should annually contain a statement of the grade or grades or subject or subjects and school building which a teacher will be assigned, number of preparations, class size, maximum, extra-curricular assignments (if any) and salary for the same base salary, starting and closing dates of school year, length of the school day, days in the work week, holidays, number of days a teacher is required to be present in the school year, and shall establish the pay to be lost for each day of unexcused absence on the basis of the percent that day is of the number of days in the teacher contract year.

(C) Leaves of Absence for Governmental Purposes - Boards of education should be required to grant leaves of absence to teachers who are candidates for political office or governmental positions and/or who are elected or appointed to such positions or offices.

(D) Personnel Record Inspection - Teachers should be able to inspect their personnel records, with the right to place in written form as a part of such record, an answer to any derogatory statement.

L-19 Require Physical Examination or Test

Any mandatory physical examination or test required by a board of education or board of trustees or by law should be furnished or made available by the board.

L-20 School Closings

(A) Schools Open - There should be a clear and easily determinable formula for establishing when a public school district or university is open for instruction. This formula should guarantee that an effective instructional program is in process for a reasonable percent of the students for the district to count the day as open for instruction.

(B) Extra-Curricular Activities - When a school district closes due to financial conditions, it should be required to terminate its total program including extra-curricular activities and athletics.

(C) Borrowing and Pre-Payments - A school district unable to complete its school year due to financial conditions should be prohibited from securing advance payments of state funds or collections of property taxes for the next school year, or loans against anticipated revenues which would normally be used in the succeeding school year.

(D) Closed By Lack of Funds - When making up days closed due to lack of funds, any certificated public school employee teaching more than five normal teaching days per week, or more than one day of instruction in a 24-hour period, shall be compensated at a rate not less than one and one-half times the teacher's daily rate of pay.

L-21 Sick Leave Banks

Sick leave banks should be authorized.

L-22 State University-Public School Exchange Teaching

Agreements between state-assisted universities and boards of education should be authorized to permit public school educators and professors of education to exchange positions when both are qualified for such positions.

L-23 Student Disruptions

Board of trustees and school boards should be required to pay professional staff for those days closed for other than financial reasons. Any later assignment or duty required for making up such days shall be compensated for at the per diem rate as calculated from the basic salary and contract year and shall be in addition to the regular contract salary.

When a school or university closes, a clear-cut policy for completing course requirements and receiving all credit should be established.

Fair and just legal restraint coupled with procedural and substantive due process should be provided to ensure the effective and continuous operation of universities and schools.

L-24 Teachers Salaries

(A) Summer School Salaries - Boards of education should establish salary schedules for summer school proportional to the regular salary schedule of the school district.

(B) Substitute Teacher Pay - State support should be provided for the cost of substitute teachers and state minimum pay levels should be established.

(C) Salary Credit for Half Years - Teachers under a yearly contract to teach for a designated period of time, such as kindergarten teachers, employed one-half day or teachers employed for 2 1/2 days per week, and who teach for two-thirds or more of the school year, should be credited with a year of teaching service for salary purposes.

(D) Salary Increase for Additional Education - Boards of education should be required to adjust immediately a teacher's salary any time during a school year when the teacher becomes eligible for a higher salary due to attainment of a higher training level and the foundation program payments should be adjusted accordingly.

Additional pay for a higher training level should be paid retroactive to the beginning of the current school term upon receipt of proper certification from the training institution of completion of sufficient additional training to qualify for the higher pay level, provided application to the training institution for the certification was made not later than completion of the training or the first day of the current school term, whichever is later.

(E) Non-Degree Teachers - Excluding those certificated as vocational teachers, non-degree personnel initially employed as teachers after January 1, 1972, should be restricted to a maximum of five yearly increments. Such increments should not exceed those amounts, percentages or indexed points used in other classifications of the salary schedule.

(F) Part-Time Teachers - Teachers who work part-time should receive adequate compensation. Teachers who have assigned duties equal in time to half or more of the normal teaching load will be paid for conference, lunch and other non-assigned periods of time allotted to full-time personnel on a percentage formula of this assigned and non-assigned time as compared to the normal time of the teaching day. Teachers who have assigned duties equal in time to half or more of the normal teaching load will be entitled to full fringe benefits allotted to full-time teachers.

(G) Salary Schedule Credit - Should be granted for commensurate teaching service: (1) in any school chartered or accredited by a state department of education or a regional accreditation association; or (2) in an overseas school system, either military, governmental or privately endowed, which requires teaching personnel to have completed a regionally accredited teacher training program.

(H) State Minimum Salary Schedule - Minimum salaries paid teachers in the state for a 180-day school year should be determined from the following state minimum index salary schedule, with the B.A. beginning base of $9,000.00

YEARS OF TEACHING	NON DEGREE	BA	FIVE YEAR	MA	MA PLUS	PhD
0	82%	100%	104%	110%	116%	129%
1	85	104	109	116	123	138
2	88	108	114	122	130	146
3	91	113	119	129	137	155
4	94	117	124	135	144	164
5	97	121	129	142	151	173
6		126	134	148	158	182
7		130	139	154	165	190
8		134	144	160	172	199
9		136	149	166	179	208
10		143	154	173	186	216
11 & more		147	159	179	193	226

(I) Salary Credit for ACTION - Teachers should receive salary credit for service in ACTION on the same basis for military service.

(J) Cost-of-Living Salary Supplement - Legislation should be enacted granting a 12-1/2% pay increase for all Ohio teachers in the form of a supplemental cost-of-living appropriation. Said increase to be drawn up, appropriated and be in effect as of January 1, 1975.

C. STUDENTS AND CURRICULUM

L-25 Educational Potential

Unfair housing practices and patterns and inadequate medical care should be corrected to improve the educational potential of many children.

L-26 Educational Services

Educational services should be available to all pre-school, elementary and secondary school children in Ohio, provided they are compatible with good educational practices, are within the limitations of the Ohio and United States Constitutions and meet the following criteria:

(A) No such services funded with public monies to non-public schools in a public school district may exceed such services funded by the state for the public school district.

(B) All non-public schools receiving such assistance from public funds shall meet public school standards for such services and all staff involved.

(C) All such services shall be administered by the public school district within which the non-public school is located and the public school district shall retain ownership of all materials and equipment so furnished.

(D) Any non-public school receiving such assistance from public funds shall be fully audited by the State Auditor's office on the same basis as public school districts.

(E) Any non-public school receiving such assistance from public funds shall have fully open admission and utilize only the legal authorities of public school districts for refusal to admit, suspension and expulsion of students.

(F) The maximum public funds available for providing such assistance to a non-public school must be determined on a classroom unit basis as is state support for public schools.

(G) Funds for such assistance for non-public schools shall include the administrative costs of providing such services.

L-27 Laws Pertaining To Curriculum and Classroom Teaching

Requirement established by Ohio laws concerning curriculum and classroom teaching methods should be kept to a minimum.

L-28 School Zones

There should be authority to extend school zones for all schools abutting a heavily traveled street or highway for a reasonable distance beyond the school property when the volume of traffic on the street or highway warrant the extension.

L-29 State University Entrance Requirements

Graduates of any Ohio high school accredited by the State Department of Education should be guaranteed the right of entrance to any state-assisted college or university in Ohio without examination or requirement for such entrance.

L-30 Suspension and Expulsion of Pupils

Any pupil against whom formal charges of assault on a teacher have been filed, or who is charged with a serious crime, should be prohibited from remaining in or returning to any function of the same school building until formal disposition of the case. Such pupil, if convicted should be prohibited from remaining in or returning to the same school building or function related to that building for the remainder of the school year. Classroom teachers shall have the power to suspend from their classes in any emergency situation. Tutoring, adult education classes or other comparable procedures should be used for such pupils while excluded from school.

L-31 Tuition

A board of education should be permitted to waive tuition charges for students soon to become residents of the school district.

L-32 Urban Project

A major project should be established in a school district with sufficient numbers of children who are educationally and culturally disadvantaged to enable the development of an effective project. Support should be sufficient to insure the facilities and staff needed. Included would be an extended school year program, summer school programs, recreational and social programs utilizing school facilities on a year-round basis, outdoor educational opportunities, short and long term diagnostic and remedial centers, auxiliary and supplemental educational programs and the professional and non-professional personnel needed.

L-33 Vocational Education

Every child in Ohio should be guaranteed a readily available opportunity to prepare himself or herself for employment for which he or she is fitted through a wide development of vocational schools.

Job training programs should be established that develop marketable skills for junior and senior high school students and for adults or others who are untrained, retrainable, illiterate or on welfare.

Programs should be provided to prepare high school graduates or other qualified persons for entrance into semi-professional or sub-professional occupations and as support personnel for professional practitioners.

If the necessary vocational programs cannot be effectively and efficiently offered in the home high school, such programs must be readily available in joint high schools, combinations of school districts or by contract.

Local school districts in a joint vocational school district who wish to retain programs should have such an option and should receive state vocational funding for the program.

L-34 Driver Education Administration

Legislation should be enacted which would remove the present double standard which exists between the requirements of commercial driver education programs and the minimum standards set for public school driver education programs by the State Department of Education and which place responsibility for the authority over all driver education for students between the ages of 16 and 18 under the jurisdiction of the State Department of Education.

D. RETIREMENT

L-35 Cost-Of-Living

The cost-of-living formula for retirement benefits should reflect actual increases in the Consumer Price Index, beginning with the first year after retirement.

L-36 Disability Retirement

There should be an increase in the minimum benefit for disability retirement from 25 percent to 35 percent of the final average salary. The 75 percent limitation on benefits should be removed.

L-37 Lump Sum Death Benefit

A lump sum reducing death benefit should be part of the STRS program to begin at $10,000 at age 20 and decrease to $2,500 at age 65.

L-38 Retirement Contribution Rates

The employer contribution rate should be divided into two parts - one covering the cost of funding the retirement for active teachers and the other the cost of funding improvements granted for retirants after retirement.

L-39 Retirement Formula

The Retirement Formula should be raised to 2.25% of final average salary times years of service.

L-40 Survivor Benefit Qualification

One-fourth year should be required to qualify for survivor benefits protections.

L-41 Vesting Rights

There should be immediate vesting of teacher rights and benefits.

L-42 Substitute Teaching Credit

Any person with previous substitute teaching service for which retirement credit has not been granted should have the right to purchase retirement credit for such service if the person has not previously waived the right to such credit.

E. SCHOOL BOARDS

L-43 Clerks of Boards of Education

The clerk of the board of education in any school district should not be a member of such board or be employed by such board for any position other than clerk.

L-44 County Auditor Reports

The county auditor's procedures for reporting property valuations to boards of education should be clarified to insure more accuracy.

L-45 Injunctions Against Schools Not Meeting Standards

County boards of education or the state board of education should be permitted to secure an injunction to prevent the operation of a school not meeting standards established by the State Board of Education.

L-46 Right of Eminent Domain

Boards of education and boards of trustees should have the right of eminent domain concerning real estate not contiguous to school or university properties which is to be used for the purpose of recreation or parking.

L-47 School Board Recall

Procedures for recalling school board members should be simplified.

L-48 State Auditor's Authorities

The Auditor of State should be prohibited from extending the authorities of the office beyond the statutes, by regulation or interpretation.

F. NATIONAL CONCERNS - ACTIONS REQUESTED OF THE NEA

L-49 Initiation of action to entitle an individual teacher to deduct from the federal income tax those expenses incurred by the teacher for those items normally furnished by a board of education in operating the classroom.

L-50 More specific guidelines should be developed concerning the distribution of federal funds for educational and scientific research.

L-51 NEA should seek retirement reciprocity among the states with federal funding to assist in the cost.

L-52 The copyright laws should provide guarantees to teachers and educational institutions to make possible the use of copyrighted materials, recognizing a limited right to copy and record such materials for non-profit educational purposes, including educational broadcasts and technology.

L-53 The OEA proposes to the NEA that it seek legislation to provide head of household status for single persons maintaining a private residence, i.e., home, apartment, condominium.

L-54 The NEA should prepare legislation for introduction in the Ohio General Assembly to implement the Mobile Teacher Act upon its passage by Congress.

L-55 The NEA should seek to secure a federal income exemption for teacher retirement.

L-56 There should be reciprocity among states for the accumulation and use of sick leave. The NEA should initiate a program to develop a national plan and secure its implementation to achieve these purposes.

L-57 The NEA should oppose any increase in Federal gasoline and any Federal surcharge to the cost of utilities in private homes and schools.